



IT IS IMPORTANT TO LEARN POLITE ETIQUETTE THROUGH CIVICS EDUCATION LESSONS IN ELEMENTARY SCHOOL

Widya Ramadani¹

¹Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

Email: widyarmdn08@gmail.com

Abstract

Citizenship Education (PKn) in Elementary Schools (SD) has an important role in forming good manners ethics in students. Even though it is not explicitly stated in the curriculum, polite behavior development is carried out incidentally by teachers through an integrated approach to learning. This research aims to understand how teachers foster polite ethics through Civics in elementary schools. The literature review method is used to analyze findings from related journals. The results of the research show that teachers pay special attention to students' polite behavior, provide examples of polite behavior in daily activities, motivate students to behave politely, and assess this behavior through direct observation during learning activities. Suggestions for increasing the effectiveness of Civics learning include conducting an in-depth analysis of the curriculum before designing learning, involving students in role plays after being given experience in polite behavior, and assessing students' success in displaying the expected behavior. By implementing these suggestions, it is hoped that Civics learning can become more effective in developing students' ethical and polite behavior in everyday life.

Keywords : Citizenship Education (Pkn), Ethics and Manners, Role of Teachers, Curriculum Analysis

Introduction

Schools as an extension of the government to achieve national education goals are obliged to carry out the mandate of the National Education System Law (UU Sisdiknas) Number 20 of 2003, which requires the provision of education in elementary schools (SD), with the function of providing basic provisions, developing thinking abilities, skills and character. students for their future lives (Puspa Djuwita. One of the important aspects that must be fostered in elementary school is polite ethics, which is a fundamental value in social interaction (Agung, Aisyah, Nelly, Trinindi, Desyandri, Muhammad 2023) . Polite ethics is attitudes or behavior carried out by individuals to respect or be kind to other people around us. Politeness is not just etiquette, but also reflects the moral and cultural values of a nation. Unfortunately, the phenomenon of unethical behavior is increasingly occurring, especially among youth and teenagers. Therefore, the role of teachers in fostering good manners in students is very important. This research journal aims to photograph the development of good manners ethics carried out by teachers for students in elementary schools through Citizenship Education (PKn) learning. Ethical education in elementary schools plays a crucial role in shaping children's character and moral values as the main pillar of forming ethical citizens (Agung , Aisyah, Nelly, Trinindi, Desyandri, Muhammad 2023) . This research is to understand how teachers design, implement and evaluate Civics learning which contains the development of polite ethics, as well as responding to this training (Puspa 2017) . It is hoped that the results of this research will provide better insight into Civics learning which contains moral values, as well as provide field experience that is useful for developing educational practices. In the current era of globalization, education has a very important role in shaping the character and qualities of individuals and preparing them to face future challenges. Schools, as formal educational institutions, are an extension of the government. The main focus of education at the elementary school (SD) level is

not only on developing academic abilities, but also on forming students' character, skills and moral values. In accordance with the mandate of the Law above, education in elementary schools aims to provide basic provisions and develop students' thinking abilities and character so that they are ready to face future life, both personally and socially. Elementary schools are also responsible for developing students into individuals who are faithful and devout, have noble character, are independent, and are responsible as democratic citizens. Teachers as educators have a moral responsibility to guide students towards good behavior and protect them from negative influences. One effective way is through Citizenship Education (PKn) learning, to form positive character in students. Through Civics, students are expected to be able to develop critical, participatory and responsible thinking skills, as well as understand democratic and moral values that are in accordance with the nation's philosophy. In the context of Civics learning in elementary schools, teachers need to understand well the vision, mission and learning objectives, as well as the concepts that help in forming good manners ethics. Teachers are also expected to be able to develop learning materials that include polite ethical values and use various relevant learning methods and media (Puspa, 2017) . Politeness is a very important value in social interactions and is part of character building for students in elementary school. Teachers as models who are respected by students have an important role in developing good manners in them. Through Civics learning, teachers can provide real examples of polite behavior and facilitate a learning process that builds awareness and social skills in students. In the context of the research presented, the main concern is how teachers can foster good manners ethics through Civics learning in elementary schools (Puspa, 2017).

Research Methodology

The method used in this research is the literature review method. Literature review research is a framework, concept or orientation for analyzing and classifying facts collected in research conducted through reference sources such as books, papers, and referenced journals which should be relevant and in accordance with those contained in the reference literature. This method is also used to determine the picture of polite ethics that occurs among students in elementary schools through civic education (PKn) learning. The data collection instrument was a research journal conducted by Puspa Djuwita, 2017 and Agung Marhadi 1, Aisyah Anggraeni 2, Nelly Susanti 3, Trinindi Eriswan Fitri 4, Desyandri 5, Muhammadi, 2023.

Result & Discussion

From research (Puspa Djuwita, 2017) I got several findings regarding polite ethics in elementary schools . The following are the results of the research:

1. Syllabus
The syllabus designed by the two teachers did not include aspects of polite behavior because they were of the opinion that polite behavior was not included in the Competency Standards (SK) and Basic Competencies (KD) for Civics subjects which they used as the basis for preparing the syllabus.
2. Learning Program Plan (RPP)
In the RPP, the teacher contains standard RPP components with SK and KD which include respect for collective decisions. However, there is no polite development that is explicitly included in the learning indicators and objectives.
3. Learning
 - a) Learning activities are carried out using a constructivist approach through various methods such as discussions, questions and answers, and assignments
 - b) Even though polite behavior is not explicitly included in the syllabus or RPP, teachers still include coaching polite behavior into incidental learning steps.
4. Assessment
 - a) Assessment is carried out on aspects of knowledge and attitudes, but attitude assessment is more of a direct observation by the teacher
 - b) There is an attitude assessment instrument that includes expected behavioral criteria, such as respecting friends' opinions and behaving politely.
5. Student Response
Students show a positive response to the polite behavior coaching taught by the teacher. They show polite behavior in daily activities in class .

It can be concluded that the development of polite behavior in elementary schools through civic education learning is that even though polite behavior is not explicitly stated in the syllabus and Learning Program Plan (RPP), teachers are involved in developing this behavior incidentally. At learning meetings, teachers pay special

attention to students' polite behavior by providing examples of polite behavior in daily activities. They also motivate students to behave politely by giving rewards for good behavior and reprimanding when violations of behavior occur. Teachers also actively direct students in carrying out group discussion activities, reminding them to respect each other and respect the opinions of their friends. Apart from that, the teacher also assesses polite behavior through direct observation during learning activities. Although not always recorded by the teacher unless the behavior occurs repeatedly, these assessments still provide feedback to students about the quality of their behavior. Students' responses to the development of polite behavior are quite positive, shown by the application of polite behavior in daily activities in the classroom. This includes actions such as asking permission when you want to go out, raising your hand when you want to speak, and respecting friends' opinions. Thus, the results of this study illustrate that the development of polite behavior is carried out indirectly in the context of Civics learning, even though it is not explicitly included in the syllabus or RPP. Positive responses from students show that fostering polite behavior has a good impact in the learning environment.

Conclusion

The conclusion of this journal highlights the important role of teachers in fostering good manners ethics in students in elementary schools through Citizenship Education (PKn) learning. Even though polite behavior is not explicitly stated in the syllabus or Learning Program Plan (RPP), teachers are involved in developing this behavior incidentally. They pay special attention to students' polite behavior, provide examples of polite behavior in daily activities, motivate students to behave politely, and assess this behavior through direct observation during learning activities. Positive responses from students show that fostering polite behavior has a good impact in the learning environment. This confirms that even though it is not explicitly included in the curriculum, fostering good manners ethics through an integrated approach to learning can make a positive contribution in shaping the character and moral values of students in elementary schools. Thus, Civics learning can be an effective vehicle for developing polite behavior in the younger generation, so that they can become ethical citizens in facing future challenges.

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